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ABSTRACT

The purpose of this paper is to determine the effects of the Drug Abuse Resistance Education (D.A.R.E.) program for middle school students (N=95). The evaluation of the data shows that sixth grade students' test scores did improve after receiving D.A.R.E. instruction. However, a two-tailed t-test indicated that the fifth, sixth, seventh, and eighth grade groups showed no significant differences. The seventh and eighth graders had equally high or higher test scores than the sixth graders. Results show no significant difference in the use of D.A.R.E. instruction for middle school students. Includes tables depicting the results of the study. (Contains 33 references.) (MKA)

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ED 428 317

The Effects of the D.A.R.E. Program on Middle School Students

A Thesis

Presented to

The Faculty of the Master of Arts Degree Program

Salem-Teikyo University

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts in Education

by

Darnell Mays

September, 1998

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Abstract

The purpose of this research was to determine the effects of the D.A.R.E. (Drug Abuse Resistance Education) program for the middle school students (grades five through eight). A total of ninety-five (95) students were used for this study, utilizing twenty-five (25) fifth graders for the control group, thirty-one (31) sixth graders, twenty-one (21) seventh graders, and eighteen (18) eighth graders for the experimental groups. The evaluation data of the study showed that sixth grade students' test scores did improve after receiving D.A.R.E. insturction. However, a two-tailed t-test indicated that at the .05 level of significance the four groups showed no significant difference. The seventh and eighth graders in this study had equally high or higher test scores than sixth graders. The results of this study showed there is no significant difference in the use of D.A.R.E. instruction for students in the middle school. The two-tailed t-test indicated that for the experimental groups sixth and seventh grades there was no significant difference between the two groups' test scores. The two-tailed t-test indicated that for the experimental groups sixth and eighth grades there was no significant difference. The two-tailed t-test indicated that for the experimental groups seventh and eighth grades there was no significant difference.

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CHAPTER ONE

Introduction

D.A.R.E. (Drug Abuse Resistance Education) is a drug prevention education program designed for elementary school students (grades five or six) depending upon the school system. The program is set up to inform students of the alternatives to drugs, by teaching students to recognize and resist peer pressure which promotes drug abuse by building interpersonal communication and decision making skills (Silva, 1994).

D.A.R.E. began as a cooperative effort between the Los Angeles Police Department and the Los Angeles Unified School District in 1983. D.A.R.E. programs have been a tremendous success and exist in all fifty states and a number of foreign countries (City of Phoenix Source, 1995).

Uniformed police officers teach the D.A.R.E. curriculum, with assistance from the classroom teacher. The D.A.R.E. curriculum is organized into seventeen classroom sessions that use question and answer, group disucssion, role playing, and workbook activities. The D.A.R.E. curriculum is designed to encourage student participation and response (Project D.A.R.E. Parent Appraisal, 1995).

There are D.A.R.E. programs in every state in the United States, Canada, England, Australia, New Zealand, and in many

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reservation schools operated by the Bureau of Indian Affairs (City of Phoenix, 1995).

During the 1980's there was a need to create new methods of drug prevention because adolescents had begun using drugs at an earlier age than in the previous years (Drug Abuse Education Administration Orientation, 1990).

The main element of any drug program includes focusing on values and maintaining sound personal health habits, repecting laws, resisting pressures of drug use, and promoting student activites that are drug free. All grade levels should be included in the implementation of any drug free program. Drug education curriculum should not be limited to just being taught in health classes. The D.A.R.E. curriculum is taught only to students in their last year of elementary school (fifth or sixth graders) (Bureau of Justice, 1993).

Research Question

What is the effect of the D.A.R.E. (Drug Abuse Resistance Education) instruction for the middle school students (grades five through eight) as determined by a recall test?

Hypothesis

Sixth grade students will score significantly higher on the recall test than seventh and eighth graders.

Limitations

The population of this study was restricted to one fifth grade class, one sixth grade class, one seventh grade class,

and one eighth grade class, a total of 95 students. This study does not take into account other drug awareness instruction, health classes, or the Discover Program.

This study is limited to testing of students from grades five through eight and is limited to the second semester school term which is approximately fourteen weeks.

Assumptions

The first assumption is that the sample size is adequate. The second assumption is that the sample is typical of rural elementary and middle school students. The third assumption is that the instruments used are valid. The fourth assumption is that the time frame is adequate.

Definition of Terms

Awareness: Being concious of.

D.A.R.E.: Drug Abuse Resistance Education.

Discover Program: Self-awareness program.

Drugs: Alcohol, tobacco, and illegal drugs.

Significance of Study

In September, 1989, the former President George Bush helped establish six national educational goals to be put into effect by the year 2000. The goals state that every school in America will be drug free and violence free and will offer a disciplined environment conducive to learning.

To be able to grow and learn, children need to be healthy and secure; however many of the nation's children are victims of drug abuse and violence. Also, according to recent studies

the usage of drugs and alcohol by teenagers is once again on the rise. Since the usage of drugs and alcohol is becoming more prevelant among teenagers while by the year 2000 all schools should be drug free, the D.A.R.E. program is a tool that may help schools meet the goals of the year 2000. This study may add additional insight into the studies on the effectiveness of the D.A.R.E. program for the middle school students (grades five through eight) (Department of Education, 1992).

Conclusion

The purpose of this study is to determine the effectiveness of the D.A.R.E. program for the middle school student (grades five through eight) through the use of a recall task. A pre-and-post test was given to all four grades, with fifth grade being the control group. The sixth grade received D.A.R.E. (Drug Abuse Resistance Education) instruction one day a week for one semester. The seventh and eighth graders did not receive any additional D.A.R.E. instruction; they only took the pre-and-post tests. The fifth graders received no D.A.R.E. instruction; however they took the pre-and-post tests.

The D.A.R.E. (Drug Abuse Resistance Education) program is taught in the last grade of elementary school, grades five or six. The school system in which this study was conducted delivered D.A.R.E. instruction to the sixth graders. Seventh and eighth graders received no follow-up instruction from the

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D.A.R.E. program.

The D.A.R.E. curriculum was developed to reduce drug abuse, gang activity, and violence among youth in their early teens. In school systems throughout the nation, the fifth or sixth graders are the students who receive the D.A.R.E. instruction because it is their last year of elementary school. This study may determine if the D.A.R.E. program has a lasting effect upon the middle school students (grades five through eight).

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Chapter Two

The Review of Related Literature

A Historical Overview:

During the 19th century there were virtually no controls on the importation, sale, purchase, or use of psychoactive drugs (Grolin, 1992). As a result of the availability of addicting drugs, and as a result of their heavy use for medical problems, many individuals became addicted to drugs. In 1914, in an effort to curb the use of narcotics, the federal government passed the Harrison Act, making it illegal to obtain a narcotic drug without a prescription (Grolin).

In the 1960's, recreational drug use began to rise; for example the use of marijuana, cocaine, stimulants, hallucinogens, and sedatives increased dramatically. The late 1970's and the early 1980's probably represent another turning point in the recreational use of drugs. Recent studies show a considerable increase in the use of most drug types through the 1980's (Goode, 1992).

Some seventy million Americans age twelve and over have tried at least one or more prohibited drugs for the purpose of getting high. Most people who have taken illegal drugs have done so on experimental basis (Grolier, 1992).

The first federal drug-control law, enacted in 1914 was the Harrison Act, which provided for the punishment of people who handled opium and related drugs. In 1937, similar penalties were applied to the unauthorized handling of marijuana.

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The penalties were increased in 1951 and again in 1956. Penalties for the illicit sale or possesssion of stimulants, sedatives, and hallucinogens were established in 1965 by the Drug Abuse Control Amendments. The Narcotic Addict Rehabilitation Act of 1966 changed the legal attitude toward drug abusers. It provided an alternative to prison for abusers charged or convicted of nonviolent crimes (Compton's Encyclopedia, 1986).

In 1970 the United States Congress passed the Comprehensive Drug Abuse Prevention and Control Act. The demand for drugs for illegal purposes remains high in spite of law enforcement efforts (Goode, 1992).

Drug Prevention and Treatment

Since 1986, drug policies have evolved in two distinct directions: the adoption of a strong zero tolerance approach leading to strong punishments like long-term suspension or expulsion; and the recognition that policy enforcement is not an end in itself but must be combined with rehabilitation (Office of Education Research and Improvement, 1993).

The National Commission on Drug Free Schools recommended in 1990 that comprehensive drug education and use prevention programs include the following elements: student surveys to determine the nature and extent of the drug problem, school needs assessments, and resource identification (Office of Education Research and Improvement, 1993).

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From the 1920's until the 1960's, treatment of drug abuse in the United States was practically nonexistent. Many officals did not believe that treatment was effective or necessary. Drug abusers and users were arrested and imprisoned (Goode, 1992).

Therapeutic communities, such as Day Top Village in New York and Walden House in San Francisco, advocate a completely drug and alcohol free existence. Therapeutic communities attempt to resocialize the addict by inculcating a value system that is the opposite of that which prevailed on the street (Goode, 1992).

Prevention of drug abuse is easier than stopping it after it has started. Most people who abuse drugs begin doing so in their teens or early twenties. Young people are less likely to abuse drugs if their parents communicate with them and help them with their problems (The World Book Encyclopedia, 1975).

Cost

Sales of illegal drugs in the United States totaled one hundred billion dollars in 1986, more than the net sales of the largest American Corporation. About sixty percent of the illegal drugs sold world wide end up in the United States (Goode, 1992).

Drug Programs

In 1988, Nancy Reagan as Honorary Chairperson, an eight-day Red Ribbon Week was proclaimed by the Congress of the United

States. Each year since 1988, the Red Ribbon Campaign has grown and now impacts millions of Americans.

The Discover program is a program that teaches drug information, decision making and relationship skills, and ways not to use drugs (Durant, Frey, and Newbury, 1991). The Discover program is used in the elementary schools, middle schools, and high schools of McDowell County for one semester of the school term.

The McDowell County school system sponors the Safe and Drug Free Schools Program. During the school term of 1996-1997, Safe and Drug Free Schools Program included the following programs: Conflict Resolution/Peer Mediation, Crisis Prevention and Intervention, D.A.R.E., Discover, Drug Free Alternative Day, Natural Helpers, Project Graduation, Red Ribbon Weeks, and Student Assistant Program. Discover, Red Ribbon Weeks, Drug Free Alternative Day, and Student Assistant Program are the programs that are available to McDowell County middle school students.

The Weed and Seed program combats violent crimes, drug use, and gang activity in high crime neighborhoods by creating partnerships between public agencies, community organizations, and individual citizens. First, law enforcement weeds out violent criminals and drug traffickers. Then community groups and public agencies move into it with new economic, educational, and social opportunties.

Weed and Seed relies on community involvement and empowers residents to find solutions to the crime problem in their neighborhoods (Office of Education Research and Improvement, 1993).

The Nez Perce Tribal Youth Sports Program grew out of a need to provide appropriate and comprehensive recreational educational program activities for Indian children ages eight-sixteen. Recognizing the impact of alcohol and other drug related issues have had on the community and youth, it is a vital aspect of the overall program to provide alcohol/drug prevention strategies that will help empower Nez Perce youth toward building stong bonds to family, school, non-drug using peers, developing habits of wellness, and maintaining positive, healthy lives (Hayne, 1993).

D.A.R.E. Program

The D.A.R.E. (Drug Abuse Resistance Education) program began in 1983 under the direction of former Los Angeles Police Chief Daryl Gates. It was a joint effort between the Los Angeles Unified School District and the Los Angeles Police Department. The program became a great success, and exists in all fifty states and several foreign countries (City of Phoenix Source, 1995).

The D.A.R.E. program is a preventive drug education program. The purpose of D.A.R.E. is to help children say no to drugs, alcohol, and tobacco. The goal of the program

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is not to completely eliminate the drug and alcohol problem, but it is a prevention program designed to equip elementary school students with skills for resisting peer pressure to experiment with tobacco, drugs, and alcohol. The prevention program is aimed at providing information and strategies to resist drug use, while improving self-esteem and developing interpersonal, communication, and decision making skills (Blasik, Belsito, 1993). The D.A.R.E. program places emphasis on enrolling students in the D.A.R.E. curriculum by the last year of elementary school, fifht or sixth grade (Department of Justice, 1993).

Project D.A.R.E. (Drug Abuse Resistance Education) is at the forefront of substance use prevention programs (D.A.R.E. Evaluation Report, 1990). The program is designed to give students the facts about drugs, alcohol, and peer pressure by teaching them self-mangement and resistance skills.

In the years from 1983-1998, the D.A.R.E. program has grown into the United States leading drug education program, reaching five million fifth-graders in sixty percent of all school districts (Cauchon, 1993). The D.A.R.E. program exist in all fifty states, several foreign countries, and the Department of Defense has implemented the program in their schools throughout the world (City of Phoenix, 1995). In 1991, more than five million students in over 200,000 classrooms went through the D.A.R.E. program. D.A.R.E. offers a highly

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structured, intensive curriculum developed by health education specialists (D.A.R.E. Orientation, 1990). The D.A.R.E. program addresses learning objectives consistent with those of many state departments of education and conforms to health education standards. The D.A.R.E. curriculum is taught by uniformed law enforcement officers with the assistance from the classroom teacher. Law enforcement experts now recognize that the problem of substance use must be addressed by stemming demand, especially among young people who might become tommorrow's drug users (D.A.R.E. Orientation, 1990). D.A.R.E. represents a long term solution to a problem that has been developed over many years (D.A.R.E. Orientation, 1990). Many people believe that it will take a change in public attutides to reduce the demand for drugs. The D.A.R.E. program represents one way in which public attitudes toward drug use can be changed, which is through the education of teenagers.

The D.A.R.E. program has not been without controversy. Some critics dislike the use of police officers as instructors. Others contend that D.A.R.E. had not lived up to its promise, citing pre-and-post test evaluations that would indicate little or no reduction in drug involvement among participants (Donnermyer, 1996).

The program is based not on education but psychological techniques that were originally intended to be used in a therapy environment to allow the students to open up. D.A.R.E. officers

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are never instructed to tell the students not to use drugs. Rather they are to build the child's self-esteem and decision-making skills. D.A.R.E. officers are even given instructions to look the other way when they see D.A.R.E. students using drugs so as not to destroy their trust (Palcsak, 1994).

Curriculum

D.A.R.E. contains within the program many of the goals of a model drug prevention program reviewed in the United States Department of Education, about what methods work to prevent substance abuse (Geen, 1992). The program stresses the teaching of students during their last year of elementary school, fifth or sixth grade. D.A.R.E. gives students the facts about the effects of drugs and other harmful substances and provides the necessary skills and motivation to help them avoid drug use as they graduate to the middle school. The D.A.R.E. program does not provide any follow up instruction after students graduate to middle schools. The curriculum was developed to reduce drug abuse, gang activity, and violence among youth in their early teens (Sliva, 1995).

The curriculum includes seventeen lessons with five major area: accurate information about drugs and alcohol, decision-making skills, resisting peer pressure, building self-esteem, and alternative activities (City of Phoenix, 1995). D.A.R.E. students are taught about their rights and the training is centered around the consequences, both favorable and unfavorable.

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The program teaches students to be assertive and to deal with peer pressure by saying no effectively. Students learn and gain self-confidence by acting out different problem situations. Students are taught to keep their bodies healthy, to control their feelings whether angry or under stress, and to decide whether to take a risk. The D.A.R.E. program teaches students to act positively when a friend pressures them to use alcohol or drugs, respond positively when they see people on television using alcohol or drugs and recognize forms of influence from peers, parents, and media (Drug Abuse Education Administration, 1990).

D.A.R.E. lessons focus on five points: to provide students with skills for recognizing and resisting drugs, and to enhance self-esteem, to teach positive alternatives to substance abuse, to develop skills in risk assessment and decision making, and to build interpersonal and communication skills (D.A.R.E. Orientation, 1990). Students participating in the D.A.R.E. program take a pre-and-post competency based assessment. They also complete workbook assignments, role-playing activities, write essays, design posters, and attend field trips.

Insturctors and Training

Under Chief Gates' direction, the Los Angeles Police Department collaborated with Dr. Harry Handler, Superintendent of Los Angeles Unified School District, to launch a preventive education program that utilizes enforcement officers in elementary classrooms as regular instructors (D.A.R.E.

Orientation, 1990). Chief Gates invited other jurisdictions to send officers to Los Angeles for eighty hours of D.A.R.E. trainings. Officers from all fifty (50) states have now learned how to bring the D.A.R.E. curruculum to the children in their communities. Since training began, D.A.R.E. has expanded throughout the United States and the world.

D.A.R.E. lessons are conducted by specially trained officers who have been assigned to a school one day a week for one semester. D.A.R.E. officers spend time on the playground, cafeteria, and assemblies, interacing with the students informally. This gives the students an opportunity to become acquainted with the officer as a trusted friend. Sometimes students discuss problems about abuse, neglect, alcoholic parents, or a relative who uses drugs, with the D.A.R.E. officers.

The Bureau of Justice Assistance provides grant funds for five regional training centers in the United States (Arizona, California, and Virginia) to allow expanison for D.A.R.E. training. During D.A.R.E.'s first year (1983-1984) ten officers taught the curriculum to more than 80,000 students in fifty (50) Los Angeles elementary schools (D.A.R.E. Orientation, 1990). By July, 1986, forty-eight police departments had sent personnel to Los Angeles Police Department for training (Bureau of Justice Assistance, 1993). D.A.R.E. officers receive eighty hours of instruction in psychological

techniques before becoming instructors.

Soon after the D.A.R.E. curriculum was introduced to fifth-and-sixth grade students, school administrators and adults associated with the program saw a need to involve families and communities in the prevention effort. The goals of the D.A.R.E. program are to: strenghten the basic elements taught to the students, enhance and develop awareness among parents of drug trends, assist families with information and skills needed to reduce the risk of substance abuse, and involve parents in the teaching of the D.A.R.E. curriculum to students (Bureau of Justice, 1993).

The D.A.R.E. Parent Program is intended primarily for families of children who are currently in the D.A.R.E. program; however it is also aimed at parents of preschool children and other interested adults. The focus is on developing better skills to interact with children, understanding the pressures on children to use drugs, and reducing the risk of potential substance abuse (Bureau of Justice, 1993).

DPP (D.A.R.E. Parent Program) curriculum is based on the following factors: risk factors and communication and lesson and discussion topics for parents. The lessons are four to five two-hour sessions and the parents are encouraged to attend every session so that they fully understand the program and receive maximum benefit (Bureau of Justice, 1993).

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Research and Evaluations

The National Institute on Drug Abuse found that, in 1985, only eight percent of students had never use alcohol, and only three percent had never smoked cigarettes (Donnermyer, 1996).

Scott Mandel, a Los Angeles are teacher stated that the D.A.R.E. program does no harm and by far, nothing but good (Cauchon, 1993). "D.A.R.E. really works," says Mike Miller, Round Rock police officer and D.A.R.E. teacher (Cauchon, 1993). Drug Czar Lee Brown stated that his experience with D.A.R.E. has been positive (Cauchon,1993). "The research has pointed in many different directions, but my conclusion is it's better to have it than not to have it," stated Brown.

Surveys from across the nation show that students who take the D.A.R.E. course are much less likley to use drugs later in life. Since 1987, surveys have been conducted at twenty (20) North Carolina schools, and eleven (11) Canadian schools (Cauchon, 1993). A 1990 study funded by Canadian government found that D.A.R.E. had no significant effect on the student's use of any of the substances measured.

The 1991 Kentucky study, the National Institute on Drug Abuse, reported that they found no statistically significant differences between experimental groups and control groups in the percentage of new users of cigarettes, smokeless tobacco, alcohol, or marijuana. The Research Triangle Institute of

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Durham, North Carolina conducted a preliminary report and analyzed eight studies involving 9,500 students. The report found that D.A.R.E. has limited effect on drug use, but that D.A.R.E. did have a positive effect on student's knowledge and attitudes about drugs. Results suggest that D.A.R.E. is successful in teaching substance abuse because it is taught by informed police officers (Green, 1992).

According to the General Accounting Office of the State of West Virginia, rural substance abuse is equal to urban. Alcohol is the rural drug of choice. Eighty (80) percent of high school students in West Virginia have tried alcohol and fifty-three (53) percent have done this within the last thirty (30) days. Thirty-five (35) percent have tried marijuana, while twenty-one (21) percent have used other drugs, ranging from LSD and PCP to speed and heroin. Forty (40) percent of West Virginia school students reported that they have ridden with someone under the influence of alcohol or other drugs in the last thirty (30) days (Lavender, 1996). Seventeen (17) percent of the nation's high school students say they have taken an illegal drug within the last thirty days. Fifty-seven (57) percent report having used alcohol within the last thirty days. Thirty-two (32) percent said they had consumed five drinks in a row within the previous two weeks. Seventy (70) percent of public high school students and fifty-two (52) percent of private

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school students, age twelve through nineteen, reported that drugs are available at their schools (Department of Education, 1992).

These significant high-risk behaviors have their roots in the elementary years. The D.A.R.E. program is designed to have uniformed officers working with fifth and sixth grade students in order to change later high-risk behaviors. At these ages, the values are formed which the students will use when faced with decisions about alcohol and other drugs.

Goal 6

By the year 2000 every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learnig. In September, 1989, President George Bush and all fifty (50) of the nation's governors gathered to Charlottesville, Virginia for a historical education summit. During the summit six national education goals were established. Number six states that every school in America will be free of drugs and violence and will offer disciplined environment conducive to learning. Many of the nations' youth are victims of substance abuse and violence. Children need to be healthy, feel secure, and be able to learn and grow. Drug free schools are those that have eliminated drugs among their students and staff (Department of Education, 1991).

Program

The objective of the D.A.R.E. program is to increase

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student awareness and knowledge about the effects of drugs on health (Wilson, 1995). The D.A.R.E. program increased the students' level of assertiveness and their abilities to say no to drugs. D.A.R.E. contains within its program many of the goals of a model drug prevention program. Because of the instructional strategies utilized by the D.A.R.E. officers, students appear to be processing the curriculum content and using it to make applications to their daily lives.

Idaho's first D.A.R.E. program originated in Emmett, 1988. In 1990, the Bureau of Justice Assistance grant funded projects started in Bingham County, Kootenai County, and Nez Perce County. Over the last five years 40 law enforcement agencies in 34 of the 44 counties have initiated the program; 25 of them initially used grant funds from the Federal Bureau of Justice Assistance. The projects are mostly rural in nature with county boundaries, multiple school districts, and combined efforts of county and city law enforcement agencies (Silva, 1995).

The number of projects have increased and the program had expanded into middle schools and high schools. Idaho D.A.R.E. officers are in 83 of the school districts, which contains 202 elementary school districts, 30 middle schools, and three high schools. The 40 Idaho D.A.R.E. programs have made contact with over 70,000 students during 1994-1995 (Silva, 1995).

Cost and Results

In 1982-1983, public schools across the nation spent about 108.4 billion dollars for drug prevention programs. In 1991-1992, public schools spent 210.2 billion dollars on drug prevention programs, including D.A.R.E. There have been many positive unexpected results of the implementation of D.A.R.E. projects throughout the states: active community involvement, and citizents' positive attitude toward local police (D.A.R.E. Orientation, 1990).

Students, parents, teachers, administrators, law enforcement, and citizens involved expressed a positive attitude about the program. Positive interaction with the public for local law enforcement was found to be and effective component of the community policing program.

The widespread availiability of legal and illicit drugs puts all adolescents potentially at risk. Yet some are at a higher risk than others because of a variety of individuals, family. and other environmental factors that seem to influence a child's first use of drugs (Office of Educational Research and Improvement, 1993). Some of the protective factors that appear to enchance a child's resistance to drug use are self-confidence, strong social competencies, peers who value achievement and responsible behavior, and adult supervision.

Funding

One of the first concerns given by most law enforcement

agencies considering a program such as D.A.R.E. is funded to cover associated cost of employees and materials (Silva, 1995).

Of the 40 D.A.R.E. projects through the state of Idaho, 25 of them received grant funds from the federal office of Justice Assistance, Bureau of Justice Assistance, Edward Byrne Memorial Fund. Thes funds are made available through annual sub-grants applications to the Idaho Department of Law Enforcements. In 1990, 1991, and 1992 a total of 478,225 dollars in state funds from the Idaho Legislature was included in the application process (Silva, 1995).

Idaho's law enforcement also received funding from county and city goverments, officers volunteering time, Drug Free Schools funds through school districts, state cigarette funds, health and welfare grants, community substance abuse councils, and civic groups (Silva, 1995).

Effects of Drug Dependency

Drug users who continue to take a drug over an extended period of time find it difficult to stop and will take harmful, measures to continue using drugs. They will drop out of school, steal, leave their families, to to jail and lose their jobs to keep their drugs. If users stop taking their drugs, they undergo painful physical or mental distress (Goode, 1992).

A survey of drug abuse in children shows an increase in the number of 12-year-olds trying cocaine, heroin, and acid.

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The National Center on Addiction and Substance Abuse at Columbia University reports that one in four 12-year-olds knows a friend or classmate who has used hard drugs. That percentage had more than doubled since last year (Welch Daily News,1997).

The chairmand of the commission, Reverend Edward Malloy, says, "Never before have American adolescents been asked to grow up amid such a combustible and dangerous mix of substance abuse conditions." Malloy, president of the University of Notre Dame, recommends that the government commit a least one billion a year to research on drug addiction (Welch Daily News, 1997).

The commission says that use of heroin, crack, and powder cocaine had been growing among eighth graders since 1991. For teenagers, heroin use doubled between 1991 and 1996. The new survey shows that marijuana continues to be a popular choice. Between 1992 and 1996, the eighth graders who had smoked marijuana increased from eight percent to thirteen percent. In 1996, half of fourteen-year-olds reported they could buy marijuana within a day (Welch Daily News, 1997).

The report empahsizes that the most widespread drug abuse in teenagers involves alcohol. The commission reports that binge drinking, downing at least five drinks at one sitting, is becoming more common. By the time teenagers reach twelfth grade, the commission classifies that two million of them as

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binge drinkers (Welch Daily New, 1997).

Seventy percent of public school students and 52 percent of private school students age twelve through nineteen reported in 1989 that drugs are available at their schools. Thirteen percent of eighth graders, 23 percent of tenth graders, and 30 percent of twelfth graders had five or more drinks in a row in a two week period (Office of Educational Research and Improvement, 1993).

Conculsion

The best drug free policies are those that are developed with input from faculty, staff, parents, students, law enforcement, and members of the community. Juvenile crime is increasing across the nation. During the years of 1992-1994, there was a slight increase in total juvenile arrests in West Virginia (Justice Data Base, 1996).

Schools cannot prevent drug abuse; however they need to take a leadership role in the planning of prevention activities. Recognizing the impact of alcohol and other drugs on the community and youth is a vital aspect of the overall program to provide alcohol and drug prevention strategies that will help empower youth toward building strong bonds to family, school, non-drug peers, developing habits of wellness, and maintaining positive, healthy lives (Drug Abuse Resistance Administration Orientation, 1990). Prevention programs that focus on self-management skills (that is decision making, values

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clarification, and problem solving) positive lifestyles, and alternatives to drug use appears to be the most effective (Drug Abuse Resistance Education Administration Orientation, 1990). D.A.R.E. has been extremely successful at placing substance abuse education in the nation's schools (National Institute of Justice, 1994). The D.A.R.E. program is only offered to fifth or sixth graders, whichever grade is the last year of elementary school; the seventh and eighth graders do not receive any additional D.A.R.E. training after the fifth or sixth grade. More than half (52 percent) of the school districts nationwide have adopted the D.A.R.E. program in one or more of their schools. This is a rate far higher than for the next most frequently used curriculum.

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Chapter Three: Research and Methodology

Introduction

The purpose of this study is to determine the effectiveness of the D.A.R.E. (Drug Abuse Resistance Education) program for the middle school student (grades five through eight) as determined by a drug awareness task. This study is important because there is a rise in the usage of drugs and alcohol among teenagers. The nation and schools are spending billions of dollars each year for drug education, trying to combat the substance abuse problem among teenagers.

Main Research Hypothesis

H_0 : There is no significant difference in the D.A.R.E. recall test scores of the control group (grade five) as compared to the three experimental groups (grades six, seven, and eight).

H_1 : The experimental group one (sixth grade) will have a higher recall test score then experimental group two (seventh grade) or experimental group three (eighth grade).

Sub-hypothesis

Sub-hypothesis one: H_0 : There is no significant difference in the recall test score of experimental group one (sixth grade) as compared to experimental group two (seventh grade).

H_1 : The experimental group one (sixth grade) will have a higher recall test score than experimental group two (seventh grade).

Sub-hypothesis: H_0 : There is no significant difference in the recall test score of experimental group one (sixth grade) as compared to experimental group three (eighth grade).

H_1 : The experimental group one (sixth grade) will have higher recall test score than experimental group three (eighth grade).

Sub-hypothesis: H_0 : There is no significant difference in the recall test score of experimental group two (seventh grade) as compared to experimental group three (eighth grade).

H_1 : The experimental group two (seventh grade) will have a higher recall test score than experimental group three (eighth grade).

Nature of the Experiment

Population and Sample

The subjects for the study were students, from one fifth, one sixth, one seventh, and one eighth grade class in a McDowell County school in southern West Virginia. The sample consisted of eighty or more students from Iaeger Elementary and Iaeger Intermediate schools, which are rural schools and Iaeger Intermediate being a school-wide Title I School.

All of the students involved in the study are Caucasian. The socioeconomic status of the students is similar in nature. Approximately eighty-five percent of the sample are from families classified as the lower socioeconomic group. The students at Iaeger Elementary and Iaeger Intermediate schools

are in a heterogeneous classroom setting.

Method

All students involved in the study were given a pretest which consisted of recall material centered around drugs, alcohol, and peer pressure. No instructions was administered prior to the pretest. The test was not timed to allow each student a sufficient amount of time to complete the recall task.

The students in the experimental group one (sixth grade) were given D.A.R.E. (Drug Abuse Resistance Education) insturction one day a week for one semester.

The students in the experimental group two (seventh grade) did not receive any additional D.A.R.E. instruction. The students in the experimental group three (eighth grade) did not receive any additional D.A.R.E. instruction.

The three experimental groups have received D.A.R.E. instruction, but the control group (fifth grade) received no D.A.R.E. instruction. The instruction included workbook activities, role playing, discussions, writing activities, and field trips. The D.A.R.E. instruction was conducted by a uniformed enforcement officer and the classroom teacher. The instruction was conducted one day a week for one semester in the classroom.

At the end of the semester, the D.A.R.E. instruction experimental groups and the control group were given a post

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test. The post test was similar to the pretest. The post test was not timed as to allow students sufficient time to complete the recall task. The post test consisted of 25 multiple choice questions pretaining to drugs alcohol, and peer pressure.

Data Collection

A teacher-made recall test, based on D.A.R.E. instructional material, was given as a pretest. No instruction was given prior to the pretest. A similar recall test was given as a post test. Raw scored were recorded from the test.

Design

A four group pretest-post test design was used to compare scores. The control group's (fifth grade) pre-post test scores were compared to experimental group one (sixth grade). The experimental group one (sixth grade) scores were compared to the experimental group two (seventh grade) test scores. The experimental group one (sixth grade) scored were compared to experimental group three (eighth grade) test scores. The experimental group two (seventh grade) scores were compared to the experimental group three (eighth grade) test scores.

Summary

This chapter is designed to represent methodology and procedures used to compare the effectiveness of the D.A.R.E. (Drug Abuse Resistance Education) instruction among fifth, sixth, seventh, and eighth grade students. Drug prevention

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education and instruction is a necessary part of any school curriculum. Substance abuse and peer pressure are problems that teenagers face everyday.

This study consisted of 95 students from McDowell County Schools in southern West Virginia. The students were randomly selected from fifth, sixth, seventh, and eighth grade classrooms. The four groups were given a pretest and based on the D.A.R.E. curriculum and instructions.

The experimental group one (sixth grade) received D.A.R.E. (Drug Abuse Resistance Education) for one day a week for one semester. They received classroom instruction about the D.A.R.E. program. The students did assignments in workbooks, wrote essays, class discussion, role playing, and field trips. The experimental groups two and three (seventh and eighth grades) did not receive any additional D.A.R.E. instruction.

The four groups took pre-post recall test based on the D.A.R.E. curriculum. A four group, post test design was used to check for significance. The results and findings are presented in Chapter Four.

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Chapter Four: Results and Findings

The population of this study included 25 fifth graders and 31 sixth graders from Iaeger Elementary School, along with 21 seventh graders and 18 eighth graders from Iaeger Intermediate School. There were 51 females and 44 males; the subjects ranged in age from ten years old to fourteen years old, in the study. Each of the students participated in this study during their regularly scheduled health class.

A teacher-made test was used to determine the scores for the students' achievement on a pretest and post test. The tests were given to the control group and the three experimental groups.

A two-tailed t-test was conducted on the post test scores for the control group (fifth grade) and experimental group one (sixth grade). The two-tailed t-test indicated that at the .05 level of significance the two-tailed t-test scores are .0158 or less, which shows there is no significant difference between the control group (fifth grade) and experimental group one (sixth grade).

A two-tailed t-test was conducted to test the sub-hypotheses of both groups and reveals the following in formation on Table One.

Table One

Post test scores for the control group (fifth grade) and the experimental group one (sixth grade).

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Table One

Paired t-Test X

DF:	Mean X-Y:	Paired t value:
24	-10.72	-2.596

Prob. (2-tailed):

.0158

Table One shows for the two-tailed t-test that at the .05 level of significance the two-tailed t-test scores are between .0158 or less, which shows there is a significant difference between the control group (fifth grade) and the experimental group one (sixth grade).

A two-tailed t-test was conducted on the post test scores for the control group (fifth grade) and the experimental group two (seventh grade). The two-tailed t-test indicated that at the .05 level of significance the two-tailed t-test scores are .1355 or less, which shows there is a significant difference between the control group (fifth grade) and experimental group two (seventh grade).

A two-tailed t-test was conducted to test the sub-hypothesis of both groups and reveals the following information on Table Two below.

Table Two

Post test scores for the control group (fifth grade) and experimental group two (seventh grade).

Paired t-Test X

DF:	Mean X-Y:	Paired t value:
20	-7.619	-1.555

Prob. (2-tailed):

.1355

A two-tailed t-test was conducted on the post test scores for the control group (fifth grade) and the experimental group three (eighth grade). The two-tailed t-test indicated that at the .05 level of significance the two-tailed t-test scores are .0002 or less, which shows there is a significant difference between the control group (fifth grade) and the experimental group three (eighth grade).

A two-tailed t-test was conducted to test the sub-hypothesis of both groups and revealed the following information on Table Three below.

Table Three

Post test scores for the control group (fifth grade) and experimental group three (eighth grade).

Paired t-Test X

DF:	Mean X-Y:	Paired t value:
17	-17.556	-4.796

Prob. (2-tailed):
.0002

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A two-tailed t-test was conducted on the post test scores for the experimental group one (sixth grade) and the experimental group two (seventh grade). The two-tailed t-test indicated that at the .05 level of significance the the two-tailed t-test scores are .7319 or less, which shows there is no significant difference between the experimental group one (sixth grade) and the experimental group two (seventh grade).

A two-tailed t-test was conducted to test the sub-hypothesis of both groups and reveals the following information on Table Four below.

Table Four

Post test scores for the experimental group one (sixth grade) and the experimental group two (seventh grade).

Paired t-Test X

DF:	Mean X-Y:	Paired t value
20	-1.333	-.347

Prob. (2-tailed):
.7319

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A two-tailed t-test was conducted on the post test scores for the experimental group one (sixth grade and the experimental group three (eighth grade). The two-tailed t-test indicated that a the .05 level of significance the two-tailed t-test scores are .0747 or less, which shows there is no significant difference between the experimental group one (sixth grade) and the experimental group three (eighth grade).

A two-tailed t-test was conducted to test the sub-hypothesis of both groups and reveals the following information on Table Five below.

Table Five

Post test scores for experimental group one (sixth grade) and experimental group three (eighth grade).

Paired t-Test X

DF:	Mean X-Y:	Paired t value:
17	-8.889	-1.899

Prob. (2-tailed):
.0747

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A two-tailed t-test was conducted on the post test scores for the experimental group two (seventh grade) and the experimental group three (eighth grade). The two-tailed t-test indicated that at the .05 level of significance the two-tailed t-test scores are .0578 or less, which shows there is no significant difference between the experimental group two (seventh grade) and the experimental group three (eighth grade).

A two-tailed t-test was conducted to test the sub-hypothesis of both groups and reveals the following information on Table Six below.

Table Six

Post test scores for experimental group two (seventh grade) and experimental group three (eighth grade).

Paired t-Test X

DF;	Mean	Paired t value:
17	-7.333	-2.035

Prob. (2-tailed):
.0578

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Pretest scores for the control group (fifth grade).

Mean:	Std. Dev.:	Variance	Coef. Var.:
68.64	15.649	244.907	22.799

Count:	Range:
25	56

Post test scores for the control group (fifth grade).

Mean:	Std. Dev.:	Variance:	Coef. Var.:
64.96	15.156	229.707	23.331

Count:	Range:
25	64

Pretest scores for the experimental group one (sixth grade).

Mean:	Std. Dev.:	Variance:	Coef. Var.:
70.581	16.988	288.585	24.069

Count:	Range:
31	64

Post test scores for the experimenal group one (sixth grade).

Mean:	Std. Dev.;	Variance:	Coef. Var.:
76.276	15.378	236.493	20.161

Count:	Range:
29	60

Pretest scores for the experimental group two (seventh grade).

Mean:	Std Dev.:	Variance:	Coef. Var.:
79.571	4.413	409.057	25.418

Count:	Range:
21	65

Post test scores for the experimental group two (seventh grade).

Mean:	Std. Dev.:	Variance:	Coef. Var.:
76.571	18.473	341.257	24.125

Count:	Range:
21	76

Pretest scores for the experimental group three (eighth grade).

Mean:	Std. Dev.:	Variance:	coef. Var.:
84.632	15.847	251.135	18.725

Count:	Range:
19	60

Post test scores for the experimental group three (eighth grade).

Mean:	Std. Dev.:	Variance:	Coef. Var.:
87.111	8.95	80.105	10.274

Count:	Range:
18	32

A review of statistical comparisons of the pretest and post test scores for the control group and the experimental groups revealed that there is no significant difference in the recall level of D.A.R.E. facts and information. A comparison of the pretest and post test scores for the control group (fifth grade) and experimental group one (sixth grade) revealed a significant difference in the recall level of D.A.R.E. facts and information. The comparison of the control group (fifth grade) and experimental group two (seventh grade) revealed there is no significant difference in the recall test level of D.A.R.E. facts and information. Also, the comparison to the control group (fifth grade) and experimental group three (eighth grade) revealed a significant difference in the recall level of D.A.R.E. facts and information. The comparison of experimental group one (sixth grade) and experimental group two (seventh grade) revealed there is no significant difference in the recall level of D.A.R.E. facts and information. The comparison of experimental group one (sixth grade) and experimental group three (eighth grade) revealed there is no significant difference in the recall level of D.A.R.E. facts and information. Also, the comparison of experimental group two (seventh grade) and experimental group three (eighth grade) revealed that there is no significant difference in the recall level of D.A.R.E. facts and information. Therefore, the hypothesis is rejected at the .05 level of significance for

the following groups: group one (sixth grade) as compared to group two (seventh grade), group one (sixth grade) as compared to group three (eighth grade), and group two (seventh grade) as compared to group three (eighth grade). The hypothesis was accepted at the .05 level of signigicance for the following groups: the control group (fifth grade) as compared to group one (sixth grade), the control group (fifth grade) as compared to group two (seventh grade), and the control group (fifth grade) as compared to group three (eighth grade).

The summary and recommendations of this study are discussed in Chapter Five.

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Chapter Five: Summary, Conclusion, and Recommendations

Summary

This research proposed to examine the effect of the D.A.R.E. (Drug Abuse Resistance Education) program on the middle school student. The hypothesis was that the sixth grade students would have a higher recall level of D.A.R.E facts and information than seventh and eighth grade students.

The sample consisted of 95 rural, low income elementary and middle school students. The students ranged in age from ten to fourteen years, with 51 of the students being female and 44 students being male. The control group consistd of 25 fifth grade students randomly selected. The experimental groups consisted of 31 sixth graders, 21 seventh graders, and 18 eighth graders, all randomly selected.

From the evidence presented, the null hypothesis is supported in the following cases: group one (sixth grade) as compared to group two (seventh grade), group one (sixth grade) as compared to group three (eighth grade), and group two (seventh grade) as compared to group three (eighth grade). There is no significant difference among students receiving D.A.R.E. instruction as compared to students who received D.A.R.E. instruction at an earlier date or who received no D.A.R.E. instruction. Likewise, the alternate hypothesis is accepted with the fifth grade control group and the sixth grade experimental group. Also, the alternate hypothesis is

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accepted with the fifth grade control group and the eighth grade experimental group. This indicates that receiving D.A.R.E. instruction, regardless of when the instruction was received, did not result in improved test scores for all groups as measured by a recall test based on D.A.R.E. instruction.

There is a correlation between the students' achievement levels and the ability of students to recall facts and information on a D.A.R.E. recall test. Within the groups, results on the pretest and post test scores show a significant difference in gain scores.

The intent of this study is to determine if the use of D.A.R.E. instruction is more effective for sixth grade students than for seventh and eighth graders. This study shows that while two groups (sixth and eighth graders) do promote higher levels of achievement for students, D.A.R.E. instruction is as effective for seventh and eighth graders regardless of the time the D.A.R.E. instruction was received.

The pretest was administered to the control and experimental groups. The experimental group one (sixth grade) received D.A.R.E. instruction, experimental groups two and three (seventh and eighth grades) did not receive any additional D.A.R.E. instruction, and the control group (fifth grade) received no D.A.R.E. instruction. The students from all groups were given a post test using the same instrument that was used for the pretest.

The control and experimental groups answer sheets are recorded for the pretest and post test. The range and mean scores were determined. The variance and estimated standard deviation of the population was found. The statistical nature of the data was determined by a two-tailed t-test. In all but two of the statistics the two-tailed t-test indicated that there is not a significant difference in the recall level of D.A.R.E. facts and information for students enrolled in D.A.R.E. instruction as compared to those who received no D.A.R.E. instruction. Therefore, the hypothesis was rejected in four of the comparisons at the .05 level of significance and accepted in two of the comparisons.

Conclusion

Sixth grade students' test scores did improve after receiving D.A.R.E. instruction; however seventh and eighth grade students had equally high or higher test scores than sixth graders. The improvement in test scores for seventh and eighth graders may be attributed to the fact they have had additional years of health classes and Discover Program instruction. Also, not all students perform well on recall test, because students do not learn the same ways. Some students are sight learners or learn by listening, and other students learn by the use of hands-on-activities. There is also a correlation between higher test scores on a recall test and students' reading abilities and academic scores.

Different results may have been obtained if all the subjects involved in the study were on the same academic level or reading level.

The goal of this study was to determine the effectiveness of the D.A.R.E. program for the middle school students. The results of the study showed there is no significant difference in the use of D.A.R.E. instruction for students in the middle school. This can be attributed to the fact that some students never received D.A.R.E. instruction; all of the students involved in the study did revceive instruction from the Discover Program, and all of the study groups are taking health classes. While it is somewhat disappointing to find there is no significant difference in the use of D.A.R.E instruction for the middle school student, it is gratifying to note that the use of all the drug education programs has resulted in improved achievement and knowledge in drug education.

Recommendations

The results of this study may have been different if a few factors were changed. A larger sample would be advisable in a longitudinal study. While the sample is adequate for this study, a larger sample could produce more accurate results. Broadening the study to include a larger population would allow a comparison of students' performance levels in a rural community with students' performance levels who live in other geographic regions. Learning styles and environmental factors

could be observed in a longitudinal study to investigate how these factors influenced the test scores. Also, by doing a longitudinal study researchers would be able to investigate how other drug education programs overlap with the D.A.R.E. program and how this influences test scores on recall test.

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